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ENG 3001-051: Advanced Composition

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ENG 3001: Advanced Composition

8-10am WTuWThF
3120 Coleman

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Whoever does not study rhetoric will be a victim of it.”

~Ancient Greek wall inscription

“Having to say something is a very different matter from having something to say.”

~John Dewey, *How We Think*

“Great writing is created in revision—rethinking, rewriting, adding, subtracting, repositioning, editing. In effect, fine writing is born in change.”

~Ralph Wahlstrom, *The Tao of Writing*

Texts

- Your writing
- *Professional and Public Writing*, Coleman and Funk
- Articles found via EBSCO, ERIC, JSTOR, and other means
- Articles distributed via email or handout

Course Description

Advanced study and practice of writing in public, professional, and discipline-specific genres. WC

Specific to this section of ENG 3001, at the end of this four-week summer session, you will be asked to demonstrate and articulate your achievement of the following learning objectives:

- Ability to adapt rhetorical principles for specific audiences, purposes, contexts, and genres
- Increased ability to revise your own writing and help others revise their writing
- Understanding discipline- and/or workplace-specific practices of writing, reading, and research
- Ability to effectively research and develop a topic
- Ability to use organizational strategies effectively
- Ability to write clear, correct sentences
- Deep understanding of your strengths and weaknesses as a writer

We only have four weeks in this writing class, so you will write a lot in a compressed amount of time. You should expect in-class writing every day. In addition, you should anticipate at least two more hours of writing and/or reading homework every night. Keep in mind that we will use the classroom to work on projects during class, so be sure to come prepared to work on your projects. Use a flash drive or your email account for saving/sending your work.

Success in this course includes (1) finding your own creative ways to make topics and assignments personally interesting—especially if your first instinct is to label them “boring” or “too hard,” (2) believing that you have something worthwhile to say, and (3) expressing it after you’ve debated, pondered, listened, read, and explored beyond the surface.

Official Learning Objectives

1. Understand writing as a process that includes critical reading, research, evaluation of sources, synthesis, drafting, feedback, revision, and editing
2. Develop an analytic and reflective understanding of rhetorical context, purpose, and audience
3. Develop strategies for reading and producing texts in a variety of modes, media and genre, with a particular focus on argumentation and its function in specific fields or disciplines
4. Analyze the content and features of discipline-specific genre and scholarship
5. Understand the purposes and correct application of discipline-specific citation systems; integrate and document sources of ideas and information

Course Requirements & Grading

Hard work, discipline, a growth mindset, active learning, and constructive class participation are keys to success in this writing course.

In sum, there are five major writing assignments in this course. I do not assign letter grades on individual assignments, but I will provide timely feedback on your work and give you an idea of how far along each document is in regard to it being a strong, polished product. Below are the categories I will use on your papers:

- E = An E means a paper is an early draft.
- M = A M means a paper is a middle draft.
- L = An L means a paper is a late draft.

As you can see from the Composition of the Overall Grade on page 6, the bulk of the grade (82%) is based on a writing portfolio that makes an argument about how well you have met seven learning objectives. Crucial to making a persuasive argument is crafting strong papers by using the writing process and implementing sound revision strategies.

All of the papers have deadlines for peer reviews, submissions, and revisions.

Important Notes:

1. All major writing assignments and revisions must be completed in order to pass the course. If you do not complete a major assignment or if you fail to submit a revision of a major assignment at its deadline, you will earn an F in the course.
2. Keep copies of every writing assignment and activity from this course. You may need it for the writing portfolio. When making substantial changes to papers, save documents under different files such as “Genre Analysis Rev 2.”

Your Instructor

If you are having any trouble with the material covered in this course, or if you simply want reassurance that you are on the right track, please do not hesitate to visit with me. Many times a short visit to go over an assignment or to clarify an issue can save you time in the long run and

improve your chances of success in this course. In addition to being in my offices during posted hours, I can also make arrangements to meet at other times to better accommodate your schedule.

Attendance, Late Work Policy, and Expectations

Students are expected to attend every class. However, as detailed in the EIU Undergraduate Catalog, “properly verified absences due to illness, emergency, or participation in an official University activity” are recognized. When an absence is unavoidable, students are responsible for acquiring missed course materials and the information supplied in class (sickness or emergency), submitting an assignment at a time in accordance with the instructor (University activity), or using one of their late assignment opportunities (sickness, emergency, or University activity). If you miss class for whatever reason, you are responsible for meeting deadlines, doing in-class writing activities, and distributing drafts for peer review.

Since this is a four-week summer class, you may miss no more than one class. Each additional absence will reduce your overall grade by 4%.

You have the opportunity to use one extension during the first three weeks of this class in order to submit a late assignment of your choosing. If you want an extension to be granted, you must communicate with me about your situation prior to the class time the assignment is due. This can be done by a phone conversation, an exchange of emails, or talking with me in my office. Unless it's an extreme situation, I will typically grant an extension of a day or two.

Although I keep accurate records of your grades and progress, I expect you to keep track of your grades. You should document all your point totals for essays, journals, quizzes, and other assignments throughout the semester to give yourself an idea of your grade in the course. It is your education, and students should take an active role in assessing how they are doing in their courses.

Using the Writing Center

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m. during the final two weeks of the four-week summer session. Consulting sessions last anywhere from 10 to 40 minutes.

Class Conduct

Our classroom community demands good manners, careful listening, respect for diverse backgrounds and opinions, and equal time for everyone who wants to share his or her perspective.

I expect students to act in a mature and collegial manner. You should come to class having read the material, eager to participate, and ready to write.

Guidelines to Abide by in Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are doing in-class writing, be prepared to actively brainstorm, draft, and compose your ideas.
5. Have opinions and ideas and support your opinions and ideas with details and examples.
6. Play well with others by respecting people's opinions and being open to them.
7. Actively help your peers in collaborative activities like peer review.
8. When working in a group, stay on assigned tasks.
9. Do not carry on side conversations with other students when the instructor or a student has the floor during class.
10. General rudeness and disrespect is not tolerated.
11. Cell phones need to be turned off and put away.
12. Texting is not tolerated.
13. No profanity.
14. No sleeping. If you do, I will ask you to leave.
15. Unless it's an emergency, use the restroom before or after class.

If you have concerns about this list or any other aspect of the class, please arrange to discuss the matter with us during office hours. Similarly, if circumstances arise that will affect your performance in this class, let me know as soon as possible.

Email Policy

I welcome emails if you have questions or concerns about your work in this class. However, I expect you to write emails in a professional manner—not like you are texting a close friend.

When you send an email, follow the guidelines below. Emails should...

- Have a clear and concise subject line that provides gist of the email, such as "Question about Today's Reading" or "Availability for a Meeting?"
- Begin with a formal address, such as "Dr. Taylor:" or "Professor Taylor:" or "Mr. Taylor"
- Use a respectful tone
- Provide questions or information in a succinct manner
- Use paragraph breaks for reading ease and strong organization
- Be edited and proofread effectively so as not to cause confusion
- Refrain from using abbreviations or text-prose
- Close with a short statement followed by a comma and your name, such as "Thanks for your time," or "Sincerely," or "Have a good weekend,"

If an email does not follow these guidelines, I will simply reply to the email with this message: "Please resend this email once it's been revised to fit the standards of a professional email. See page 6 of my course policy."

Academic Integrity & a Social Contract of Honesty

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards.

In this class, there is a social contract between the instructor and students that the work submitted will be the students' own documents, not someone else's work.

Academic Honesty and Plagiarism

Here is the official statement on plagiarism by the EIU English Department: "Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Respect for the work of others should encompass all formats, including print, electronic, and oral sources."In this class, if a student is found to have plagiarized, the document will earn a zero for the assignment, and I will report the occurrence to the EIU Judicial Affairs Office.

In general, if you have to have a source before your eyes as you write, you need to copy it accurately, put quotation marks around it, and acknowledge your source. If you are paraphrasing information from a source, you need to use an introductory phrase and properly cite what page or paragraph (if it's online) the information is located. For further clarification, below is an explanation of plagiarism from my previous English department that details this important concept.

Plagiarism

To present someone else's work or ideas as one's own is plagiarism. A student can commit in these ways:

- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- Taking someone else's writing, changing some of the words, and not identifying the source;
- Taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- Having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- Purchasing or downloading papers or passages from the Web.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006 or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696 or go to 9th Street Hall, Room 1302.

Composition of the Overall Grade

(all assignments and point totals are tentative)

Participation	100 points (10%)
Discussion, in-class writing, small-group work, conferences	
Writing Process	50 (5%)
Peer Review: 10 points available for each peer review session	
5 peer reviews x 10 points	
Shorter Assignments	30 (3%)
Feedback Memorandum	10
Summary, Paraphrase, and Quotation Exercise	10
Integrating Quotations Exercise	10
Major Writing Assignments (min. page requirement)	Assessed but not graded
1. Writing Development Plan Paper (3)	
2. Genre Analysis (4)	
3. Discourse Community Paper (4)	
4. Research Synthesis (4)	
5. Researched Disciplinary Argument (8)	
Writing Portfolio (reflective memo, 2 pages single-spaced)	800 (82%)
Total Points	980 points

3001 Class Schedule

Summer 2014

All readings and due dates for assignments are tentative

M 5/19	Intro to the Course Rhetorical Principles and a Growth Mindset Preparing for Peer Review Invention Activities
Tu 5/20	Ch. 1 (1-9, 12) & 2 (19-34) The Task of Revision >Peer Review of the Writing Development Plan Paper
W 5/21	Ch. 3 (41-53) CCCC handout about Revision *Writing Development Plan Paper due
Th 5/22	CCCC handout about Discourse Communities and Genre Bring genres to class Genre Analysis
F 5/23	>Peer Review of Genre Analysis
M 5/26	Memorial Day (no class)
Tu 5/27	Ch. 6 (219-33) Research Strategies *Genre Analysis Paper due
W 5/28	In-Class Conferences Integrating and Documenting Sources *Revision of Writing Development Plan Paper due
Th 5/29	*Summary, Paraphrase, and Quotation Exercise *Integrating Quotations Exercise due
F 5/30	>Peer Review of Discourse Community Paper
M 6/2	Ch. 7 (237-48) *Discourse Community Paper due
Tu 6/3	The Tasks of Research and Synthesis *Revision of Genre Analysis Paper due
W 6/4	>Peer Review of Synthesis Paper
Th 6/5	*Synthesis Paper due Argumentation and Disciplinary Argument
F 6/6	In-Class Conferences *Revision of Discourse Community Paper due
M 6/9	In-Class Conferences about Argument and Reflective Memo
Tu 6/10	>Peer Review of Researched Disciplinary Argument
W 6/11	*Argument due Work on Reflective Memos
Th 6/12	>Peer Review of Reflective Memo
F 6/13	*Writing Portfolio due *Feedback Memo due

